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ABSTRACT

Four major topics are addressed in these papers presented at the Hispanic Roundtable meeting: current staffing patterns at community colleges, transferability trends among Hispanic students, employment barriers, and legislative issues. Introductory comments by Maria Barrera are followed by Mary Jane Garza's paper, "Current Staffing Patterns," which looks at the underrepresentation of minorities in faculty and administrative positions at community colleges and the need for institutionalized processes to dismantle the barriers to access, representation, and participation. "Hispanic Student and Transfer Patterns in the Community College," by Arthur M. Cohen reviews literature and data on Hispanic students' participation rates in postsecondary education, academic achievement, criticisms of two-year college education, recent efforts to improve minority access and transfer rates, and needed changes in policy and practice. Ida Katherine Warren's paper, "Barriers to Employment of Hispanics," focuses on problems such as lack of English proficiency, low level of education, and discrimination. "Federal Programs and the Mission of the Predominantly Hispanic Community Colleges," by William G. Shannon focuses on demographic trends, the role of the federal government in education, pertinent federal legislation, and ways to generate federal policy and assistance. Finally, recommendations are presented related to staffing patterns, transferability trends, employment barriers, and legislative trends. Lists of sponsors, invitees, and session developers are appended. (LAL)

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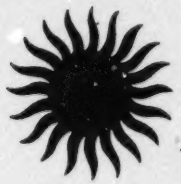
Hispanic Achievement: A Commitment of Community Colleges and Business Enterprise



Proceedings of the Hispanic Roundtable Meeting

Phoenix, Arizona
May 1984

Sponsors

Office of Bilingual Education and Minority Language Affairs (OBEMLA)

American Association of Community and Junior Colleges (AACJC)

El Congreso Nacional de Asuntos Colegiales (CONAC)

"The American Association of Community and Junior Colleges was pleased to play a role in strengthening and coordinating national efforts to ensure the continued access of Hispanics to higher education and leadership development. We salute Mr. Jesse Soriano, of the Office of Bilingual and Minority Language Affairs, and his staff, whose assistance made this project possible."

Dale Parnell
President
American Association of
Community and Junior
Colleges

Contents

1 **Introduction**, by Dr. Maria Barrera

4 **Current Staffing Patterns**, by Dr. Mary Jane Garza

8 **Hispanic Student and Transfer Patterns in the Community College**, by Dr. Art Cohen

20 **Barriers to Employment of Hispanics**, by Ms. Ida Katherine Warren, Esq.

25 **Federal Programs and the Mission of the Predominantly Hispanic Community Colleges**, by Dr. William Shannon

34 **Introduction to Recommendations**, by Dr. Maria Barrera

34 **Recommendations**

40 **Addendum A**: Sponsors

41 **Addendum B**: Invitees - Presidents and Vice-Presidents of Community Colleges

43 **Addendum C**: Invitees - Educators - Private Sector

44 **Addendum D**: Session Developers

Introduction

Hispanics and Community Colleges

prepared by

Maria Barrera, Ph.D.

Community colleges traditionally served as feeders to senior institutions but within the last thirty to forty years community colleges have expanded their traditional function to include the interests and needs of the wider community. They have evolved to provide community education, occupational education and large numbers of service-related activities that attract a more diverse population than traditional baccalaureate-bound students. Community colleges have not diminished their scope, but have become more responsive to changing needs and changing times. They now serve clients of varied ages, backgrounds, ethnic affiliations, and educational goals. This diversity in student population requires ongoing adaptation on the part of community colleges. As community colleges respond to their changing client bodies, subgroups of clients have attracted the concern of educators. These subgroups have been identified on the basis of shared educational needs and objectives.

One large subgroup in community colleges is that of Hispanics, who represent 70 percent of all Hispanics entering higher education. While Hispanics are entering higher education in increasing numbers, they are, as a group, not progressing academically at a rate equal to their white counterparts. A major challenge facing community colleges is to help Hispanics build an academic base. In an effort to identify strategies to support Hispanic post-secondary achievement, Dr. Dale Parnell, President of AACJC met with Hispanic community college presidents, Hispanic educators from senior institutions, bilingual educators, and successful Hispanics in the private sector in a roundtable session held May 23-24, 1984, in Phoenix, Arizona. An outcome of the roundtable is this collection of issue papers discussed during the meeting.

Four major topics are included in these proceedings: (1) Current Staffing Patterns, (2) Transferability Trends, (3) Employment Barriers, and (4) Legislative Issues.

The first paper addresses staffing patterns, with specific attention to Hispanic access to faculty and administrative positions in community colleges. Research has demonstrated that achievement among minority students is increased where role models with whom they can identify are present. However, Hispanics are generally underrepresented in faculties. Furthermore, those Hispanics, who do secure teaching positions, frequently find themselves locked into the classroom because they have not had opportunities to prepare themselves competitively for positions of authority within the community college administrative structure. The first paper points to a need for institutionalized processes through which Hispanic professionals can upwardly develop careers in education in community colleges.

The second paper, which deals with transfer, can be treated in two dimensions; namely, the process of identifying long-range educational goals for community college students and the processes by which these goals are achieved. Success on the part of community colleges in either dimension is difficult to document statistically because of the diversity within student bodies and changes in students themselves. Nonetheless, community colleges are in a position to assist Hispanic students in moving toward the maximum development of personal potential.

Employment barriers, the third paper presented, primarily focuses on three problems: lack of English proficiency, low level of education, and discrimination. The first two problems relate directly to the educational process, and the third one is often an outgrowth of the first two. Research shows that job candidates are discriminated against because of their inability to communicate effectively in English and because of their low educational standing. Given this situation, community colleges can better assist Hispanic students seeking employment by offering them personal and career counseling and by providing English language training.

The last session on legislation focuses on several important issues: basic demographic trends that will impact not only the future of Hispanics but also that of this country; the federal role in helping Hispanics share in the American dream; legislation that affects vocational and adult education; and the role of community colleges in relation to Hispanic students. Taking into account trends that shape the future, the community college leadership must face many challenges: assistance must be obtained from all sources; political leverage must be wielded productively. The author points out that there are many political, legislative, and private sources for assistance, but these must be pursued and nurtured.

In response to discussions on these four topics, community college presidents shared ideas, possible solutions, and strategies for future action among themselves and with others concerned with post-secondary opportunities for Hispanics. It is hoped that the issues raised and recommendations voiced will result in the improvement of the overall educational status of Hispanics.

Current Staffing Patterns

prepared by

Mary Jane Garza, Ph.D.
Texas Wesleyan College

The following article was prepared from transcripts of Dr. Candido de Leon's presentation on "Current Staffing Patterns at Community Colleges."

Research shows that role models are important at every level; community colleges are no exception. If one examines current staffing patterns at community colleges, one notices statistics which illustrate that although community colleges have large percentages of minority students, neither administrative staff nor faculty reflect the percentages of these minorities. Considering the projected increase in the Hispanic population and the fact that the points of entry for over half the students of Hispanic descent are community colleges, staffing patterns must be examined in light of the following data:

1. By the year 2000, Hispanics are expected to be the largest minority.
2. The largest number of Hispanics are located in Arizona, California, Colorado, New Mexico, and Texas.
3. The locus of business and technology is shifting to geographic areas where Hispanics are a numerical majority.
4. Based on Equal Employment Opportunity Commission 1979 Data, the percentage of Hispanics employed in higher educational institutions are as follows:

Percent of Hispanic Faculty in higher educational institutions:

Arizona	3.2 percent
California	3.5 percent
Colorado	2.7 percent
New Mexico	6.7 percent
Texas	3.9 percent

Concerns with college staffing and hiring practices are not new. The issues have been examined and re-examined. This being the case, let us discuss the findings of a previous task force. Seven years ago prob-

lems in staffing were studied by a task force not unlike this one. The key word that surfaced during the discussion was equity.

Equity in the context of the task force discussions was defined as the "fair and just treatment of all members of the society who wish to participate and enjoy the benefits of postsecondary education." Three specific criteria are used to determine whether Hispanic faculty members are being treated in a fair and just way.

The first criterion is "access." Here one examines not only the access minorities have to faculty positions at community colleges, but also the opportunities that exist for minorities to prepare, train, and network, to become viable candidates for high-level positions in community colleges.

The second criterion is "representation." Representation is defined in terms of whether it would be possible to have a proportion of minorities in the faculty equal to that of minority students. That is, if 40 percent of the student population being served at the community college are Hispanic, then the goal of the college would be to have 40 percent of its faculty be Hispanic.

The third criterion is "participation." The participation under discussion enables members of minority groups to apply for any and all vacant positions in a college, not just minority positions such as Ethnic Minority Director or Director of Bilingual Education.

Once the criteria are identified and discussed, four problems appear as barriers to access, representation, and participation.

The first problem is associated with difficulties in seeking out Hispanics who are qualified for professional positions in the community college. On the negative side, this problem is sometimes used as an excuse for not pursuing minority talent search or for not being deliberate in actively recruiting, interviewing, and hiring Hispanic administrators and faculty members. On the positive side, the small pool of Hispanic candidates can also be interpreted as facilitating the selection process. The selection process is facilitated, because with a smaller number of applications to review, one can judiciously select the best candidate.

The second problem is systematic discriminatory practice exercised by some community colleges in hiring minorities. A study conducted in 1976 analyzed community college positions held by members of minority groups. The study confirmed that there has been systematic discrimination in hiring minorities at the community college level.

The third problem can be termed "Super Minority Faculty Syndrome." The minority faculty members who are employed by community colleges are expected to teach, to counsel, and also to engage

in research. Yet, when a tenure committee reviews the credentials of the "Super Minority Faculty Member" none of the extra-curricular responsibilities which he/she has been assigned are considered for tenure. Consequently, the faculty member is once again unemployed and if employed again at the community college level, will tend in the future to shy away from counseling or from actively recruiting Hispanic students since these activities have no bearing on advancement through tenure.

The fourth problem stems from affirmative action policies. The promotion of affirmative action has been misinterpreted, misrepresented or, in some instances, totally ignored by community colleges. Loopholes that exist within affirmative action laws make it possible for community colleges to circumvent equal employment practices.

Now that the criteria and problems are identified, an organizational framework that treats these issues must be designed. A time-line must be an integral part of the framework. Some items can be resolved in a relatively expedient manner while others will require long-term planning and thinking. This thinking must look toward the future. The organizational framework must include a long range plan that will respond to present realities and future needs.

When a committee is appointed to develop this organizational plan to deal with Hispanic issues on a campus, often Hispanics are invited to serve on the committee the premise being that since these people are Hispanics, they have unique insight to contribute. It is critical that Hispanics who are asked to act as advisors bear in mind their membership in the minority community so that their contributions in designing an organizational plan really do provide insight into the needs of Hispanics.

The plan must also reflect a commitment—a commitment that is supported by budgetary appropriations. (Money does marvelous things, one of those being provision for effective recruitment.) The commitment must be made to examine hiring practices at the administrative and departmental levels and to formulate a definite plan for identifying the administrative and departmental positions that should be filled with Hispanic professionals. The commitment must include coordination with network systems that disseminate notices of job opportunities to qualified Hispanic candidates. Such networks exist within the community college itself—Hispanic colleagues talking with and for Hispanic colleagues. Other networks branch out toward Hispanic personnel in other community colleges.

Networks provide opportunities to discuss concerns and problems; few of which are unique to an institution. We spend too much time re-

inventing the same wheel only because we do not seek those who will lend us their wheel. Let us learn to learn from each other, and most important, let us call upon each other for assistance and support. Let us make sure that if one of us calls, there are of us people listening who will help.

Finally we need a network system that reaches to the national level. It is not enough to be acquainted with the contexts of colleges in our own communities and states. We must apprise ourselves of issues at the national level for these national issues have a way of filtering down to the state and local level. That is why the gathering of this group is so important. Here is our chance to meet, discuss, and offer recommendations with reference to concerns held in common that have yet to be resolved satisfactorily.

Therefore, let us examine the wheel that is before us to insure its appropriateness for our present needs and future growth. Only then shall we move forward.

Hispanic Student and Transfer Patterns in the Community College

prepared by

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UCLA

Community Colleges are the point of first entry for over half the students of Hispanic origin who begin higher education in the United States. The reasons for this are obvious: half the Hispanics in the United States live in California and Texas where the community colleges are the point of entry for most students. In fact, 85 percent of all undergraduates in California are in community colleges; 58 percent in Texas. Therefore, all questions of Hispanic students' progress from college entry to the baccalaureate must be viewed in a community college context. This paper considers the data regarding Hispanic students in community colleges, the flaws in the data, the problems of student progress toward the baccalaureate, what is being done to ameliorate the problems, and what could be done.

The data for Hispanics in two-year colleges must be understood in relationship to all students in community colleges and in the context of Hispanics in the American system of graded education that reaches from kindergarten to professional and graduate school. Community colleges offer grades 13 and 14 within that system but they tend to pass few of their students through to institutions providing education at grades 15 and beyond. When the two-year colleges were organized, earlier in the century, they acted as feeders to the senior institutions. But subsequent to the 1950s they expanded their functions of occupational education and non-credit community service activities for an adult population. Accordingly, the percentage of students transferring to senior institutions has steadily declined.

At present around five percent of all student entering community colleges complete two years at those institutions and transfer to the upper division of a four-year college or university. Add to that group the number of community college matriculants who transfer short of completing two years and perhaps another five percent at most moves on. Accordingly, for 90 percent of the people entering community colleges, the baccalaureate degree is not the culmination of their education. Why?

Many receive preparation for careers that do not require the baccalaureate; many already have higher degrees and are attending community colleges only for their personal interest or for upgrading in a career; many who may have intended to transfer merely drop out, perhaps to reappear as students at a later time, perhaps to have completed their tenure in the formal education system.

Questions of the progress of Hispanic students in community colleges must be placed in the context of those students in the other levels of the system. The figures are as follows: of 100 Anglo students entering the educational system, 83 graduate from high school, 38 enter college, 23 receive a bachelor's degree, 14 enter graduate or professional school, and 8 receive a graduate or professional degree. Of 100 Hispanic students entering the system, 55 graduate from high school, 23 enter college, 7 receive a bachelor's degree, 4 enter graduate or professional school, and 2 receive a graduate or professional degree. These data reveal that Anglo and Hispanic students progress differentially through the system at all levels. Fewer Hispanics graduate from high school, fewer enter college, fewer complete college, and so on. This raises an important point: those who charge the community colleges with failing to facilitate transfer for Hispanics rarely consider all the data. Fewer community college students of any ethnicity receive baccalaureate degrees when compared with students who enter universities at the freshman year. And fewer Hispanic students progress through the school system regardless of the level or environment in which members of that group are examined.

What have the community colleges done? They have provided access, not only to students of Hispanic origin but to all people desiring higher education. They enroll 4.5 million students, more than one-third of the people attending any type of college in the nation. They have made it possible for the ratio of Hispanic college students to the percentage of Hispanics in the total population to come closer to parity in states with high Hispanic populations. The following percentages held in 1976: in Arizona, 15 percent of the population were Hispanic; 11 percent of the college students were in community colleges; in California, 16 percent and 10 percent; in Colorado, 11 percent and 9 percent; in New Mexico, 34 percent and 16 percent; in Texas, 20 percent and 17 percent; in Florida, 7 percent and 7 percent. For the United States as a whole, 5.3 percent of the 18 to 24-year-olds were Hispanic and 8.2 percent of that group were in community colleges (Cohen and Brawer, 1982, pp. 42–43).

These figures vary from state to state depending on the level of community college development and on the relative accessibility of the universities. In some areas the community colleges are in balance with the local population: El Paso, Texas, has 63 percent Hispanic population;

in El Paso Community College 63 percent of the students are Hispanic (Farrell, 1984). On the other hand, based on the percentage of Hispanics in a university relative to the total number of Hispanics in higher education in the state, the universities in many states are severely underenrolled. These include Texas A&M and the University of Texas at Austin, the University of California's campuses at Berkeley, Davis, Los Angeles, and San Diego, and flagship universities in Arizona, New York, Colorado, and Florida (Astin, 1982).

These data cannot of themselves be interpreted accurately. How many students intended to obtain bachelor's degrees when they entered community colleges? According to the annual freshman survey conducted by the Cooperative Institutional Research Program at UCLA, among fulltime freshmen entering community colleges, 80 percent aspired to at least a bachelor's degree (Astin, 1982). But when all entering students are considered, as in studies done in Virginia, Maryland, California, and Washington, the proportion of bachelor's degree aspirants drops to between 15 and 33 percent of the community college population (Cohen and Brawer, 1982, p. 46).

The progress of all students through two-year colleges is less direct than through senior institutions. Community colleges have been quite liberal in allowing students to enter regardless of their prior academic achievement, encouraging commuter and part-time attendees, and developing programs that do not lead students in the direction of traditional bachelor's degrees. According to data provided by Astin (1982), for students who entered college in 1971 saying they intended to obtain at least a bachelor's degree, the following percentages completed a degree program by 1980: in all institutions 51 percent of the Blacks completed the degree; 24 percent for those who entered two-year colleges. For Chicanos, 40 percent of those entering all institutions, 20 percent of those entering two-year colleges; Puerto Ricans, 42 percent in all institutions, 27 percent in two-year colleges; Anglos, 56 percent in all institutions, 29 percent in two-year colleges.

The data obscure as much as they reveal. Aggregating data by an entire college system in a state or for the nation obscures what individual institutions are doing. Aggregating data for an entire population obscures what uses individual students are making of the institutions. However, these problems apply to any general data set. The more serious flaw in the data about community college transfers is that they have error; and some data are missing.

The California State University System has a standard reporting form that asks for the number of students transferring into each of its 18 campuses. On some campuses the form is completed by the registrar, in

others by a research officer, and in others by transcript evaluator. Which students are called transfers from community colleges? Those who appear with at least 15 units earned? Those whose college of last attendance was a community college? Some reporters use one definition, some use another. Which students are Hispanic? The California Post-Secondary Education Commission reports, "Since some of the five campuses with percentages of unknown ethnicity might be expected to have relatively large enrollments of Blacks and Chicanos among their transfers, statewide enrollments of these ethnic groups in the state university may be underestimated in recent reports (CPEC, 1982, p. 9)." In other words, of all transfers to the University of California in any one year, 10 percent are "ethnicity unknown" and of all transfers to California State University, in recent years, between 16 percent and 37 percent have been "ethnicity unknown."

Missing data also include what is being learned by students in community colleges, how well they are being prepared to enter senior institutions. These data are necessary to determine the community colleges' actual effect. Failing such data the effect of the two-year colleges can only be inferred by the percentage of students who transfer. As a way of considering the learning attained by community college students, the Center for the Study of Community Colleges developed a test of student knowledge in the humanities, sciences, social sciences, mathematics, and English usage. The Center administered this test to a sample of approximately 8,000 students enrolled in transfer credit courses in the community colleges of Chicago, Los Angeles, Miami, and St. Louis in 1983–84. Among the results was the finding that Hispanics scored higher than Blacks but lower than Anglos. The Hispanic students in Los Angeles, most of whom are of Mexican descent and those in Miami, most of whom are of Cuban descent, had nearly identical scores. In Miami Hispanics scored higher than Blacks even when controlling for English as a native language; that is, the non-native English speaking Hispanics scored higher than the native English-speaking Black students. In Los Angeles scores for native English-speaking Blacks and non-native English-speaking Hispanics were approximately equivalent (Riley, 1984a, Riley, 1984b).

Issues of transfer relate to characteristics of the community colleges and of the receiving institutions, the universities and four-year colleges to which students would transfer. There is no question that fewer students obtain a bachelor's degree if they begin their college career in a community college than if they begin at a baccalaureate degree-granting institution. Astin points out that among students entering public higher education, 76 percent of the Anglos but only 49 percent of the Chicanos were

still in school two years later. He attributes the extremely high attrition rate of Chicanos to their tendency to begin postsecondary education in the community colleges. Although he admits, "It is probably true that, were it not for community colleges, many minority students would not attend college at all," he questions the policies that allocate resources differentially to two-year and four-year colleges (Astin, 1982, p. 152). In another part of his analysis of minorities in higher education, he points out that, "Public policy generally has focused on the issues of access to any post-secondary institution, assuming approximately equivalent effects and benefits of college attendance" (p. 121). In other words, he is intent on communicating the message of differences between colleges, saying that access is not a unitary concept.

The question of whether community colleges are beneficial to minority students is, thus, unresolved. If sizeable percentages of minority students would not attend any college unless there were a community college available, then community colleges have certainly helped minorities, along with all kinds of students. But if the presence of a convenient community college discourages minorities from attending senior institutions, thus reducing the probability of their completing the baccalaureate, then for those students who wanted baccalaureate degrees the college has been detrimental.

What happens to people who enter community colleges? The first issue is that those colleges have fewer resources to expend. The universities spend 60 percent more on their education and general expenditure category. They spend 20 percent more in instruction, 50 percent more for their libraries, 100 percent more for financial aid, and 1000 percent more on research. (Astin, 1982, p. 143). Therefore, people beginning community college enter an environment in which the institution simply does not have equivalent funds.

Other problems exist within the institution. Avila notes such internal issues as, "Inadequate communication regarding existing admissions for transfers; inadequate orientation for transfers; unsatisfactory communication of regulations, procedural changes and other information needed by counselors/advisors of transfer students; and complex admissions and registration procedures which frustrate many potential transfer students" (1983, p. 12). Astin says, "Apparently community colleges are not set up to elicit strong student involvement in and commitment to the collegiate experience, at least not to the extent that other academic institutions are. Lacking such involvement and commitment, students are more apt to withdraw from post-secondary education" (Astin, p. 8). This suggests that because community college students tend to be attending part-time, living in the community rather than residing on campus, and enjoying less

opportunity for on-campus jobs, their enrollment continuance is jeopardized because they never do become sufficiently involved with college life.

The charge that the academic programs within community colleges are not sufficiently demanding has also been leveled. Richardson and his associates analyzed the literacy demands being placed on students in one community college district and concluded that the very process of reading and writing had been reduced to a set of minuscule bits; expectations of reading for pleasure, style, or overall content had been all but eliminated (Richardson and Others, 1982). Avila concluded his indictment with the statement, "At present, it appears that the caliber of some community colleges is such that it does not prepare students for rigorous academic work" (p. 19).

There are problems in the nature of relationships between community colleges and receiving institutions. The well-developed community college systems in Arizona, California, and Texas account for the high proportion of Hispanic students in those three states, but articulation policies there make transfer less likely than it is in Florida. In Florida about 15 percent of the entering community college students complete two years and transfer; in California, 3 percent. The California State University receives more than 30,000 transfers per year compared with 5,000 students transferring to the University of California. Reasons include proximity (18 campuses compared with 9), occupationally-oriented baccalaureate programs such as business and accounting, lower costs, fewer course-credit challenges, and a grade point average requirement that sees the CSU allowing students with a 2.0 to transfer whereas the University of California requires a minimum of 2.4 (CPEC, 1982). The staff at El Paso Community College report that the University of Texas at El Paso limits the number of credits that can be transferred (Ferrell, 1984).

The types of students entering community colleges present yet another force in mitigating transfer. On average, students who begin community colleges have lower high school grades, lower entrance test scores, and a less well-developed commitment to receiving the baccalaureate. The very fact that they must change colleges, change environments and social relationships, and learn new sets of rules makes successive transfer difficult. However, it is important to add that these characteristics of both institutions and individuals do not work differentially for members of ethnic minority groups. As Hunter and Sheldon put it at the conclusion of their longitudinal study of community college students in California, "Among ethnic minorities, it was found that very few students had problems arising from their minority status" (p. 8-7).

It is easy to document problems for transfers, less easy to trace what is being done. Large-scale data set obscure individual institutions. However,

there are a few reports of efforts especially designed to encourage transfer. In general, financial aid has become more readily available over the past 20 years. This is an enhancement to all students, especially those from low-income families because it ameliorates the negative effect of foregone earnings while attending college, even for students in the relatively low cost community college. Affirmative action rules and compliance officers on the national level have also raised the consciousness of people who are dealing with minority students on campus. Within the states, standards for high school graduation have been tightened in the past few years. Eventually this should have a salutary effect since students entering community colleges will be better prepared.

Philanthropic foundations, too, have turned their attention to minority students in community colleges. The Ford Foundation has begun a community college initiative that will assist community colleges in increasing the transfer rate for their minority students. The Foundation initially selected 24 colleges to receive grants in 1983. Among the colleges with high Hispanic enrollments, Hostos Community College (NY), is developing a special orientation course for potential transfer students. The college is also revising its course information so that an updated list of transfer value becomes available for each course. Los Angeles Mission College is developing a program that has potential transfer students meeting weekly with faculty mentors and with upper division alumni for academic, career, and transfer advisement. Miami-Dade Community College is doing a follow-up study of its former students who have transferred to assess the problems they encountered at the university. South Mountain Community College (AZ) has assigned faculty mentors to work on a one-to-one basis with a selected group of potential transfer students.

Other college-level efforts are being made, sometimes with support from external agencies, more often using the general resources available to the colleges. Glendale College (AZ) operates a Minority Engineering Science Achievement program. The Los Angeles District maintains Project Access, an integrated effort to retain potential transfer students. Other colleges have developed special orientation and advising sections for minority students and are constantly changing remedial courses and student support systems. Many of the colleges have once again begun restricting admissions to the transfer courses for underprepared students, feeling that the 1960s philosophy giving the students "the right to fail" was misguided. Some colleges are attempting to create transfer programs from their disparate transfer courses, programs that have support services and readily indentifiable procedures built in. Six community colleges at the border with Mexico in California, Arizona, and Texas develop various block programs in which the staff works with students having

difficulty in English grammar and writing, reading, psychology, history, and mathematics. Much of the activity involves staff members in designing and implementing practices reaching across the various disciplines in a manner such that students studying in one area are supported by their studies in other area (Rendon, 1982).

Miami-Dade Community College has taken the lead in invoking several system changes. It has revised its general education requirements; reinstated a mandatory placement examination; developed several levels of courses in remedial reading, writing, and computation; initiated a Standards Of Academic Progress system that monitors students as they progress through the transfer programs; established an Academic Alert and Advisement System designed to flag students with academic difficulties; and installed an Advisement and Graduation Information System that alerts potential transfers as to the requirements of various programs and departments in the different publicly supported senior institutions in Florida. The college also does admissions testing for purposes of placing students in courses where they have a chance of succeeding.

Since beginning these systemic modifications in 1975, the retention and graduation rate of students in Miami-Dade Community College has steadily increased. In 1981–1982, the colleges awarded 7,401 degrees to a student body totaling 36,850, by far the highest number and ratio of graduation among community colleges. And similar graduation rates were shown for non-Hispanics and for Hispanic students who were equated on entering test scores (Losak and Morris, 1982). Furthermore, the withdrawal rates for Hispanics had become approximately equivalent to the average withdrawal rate for all students.

Much of the literature suggests additional efforts that could be made to enhance transfer rates. Olivas (1979) studied the issue of all minorities in community colleges and concluded that the institutions must promote enhanced academic and academic-support programs in the mainstream collegiate and occupational areas, not in community service and peripheral programs. Avila recommended that all incoming community college freshmen engage in mandatory sessions with counselors, that potential students have their transcripts and credentials evaluated prior to transfer, and that remedial programs targeted for transfer students be established. Chancellor Koltai has spoken out repeatedly on behalf of transfer in the Los Angeles Community College District and has recently exhorted the colleges to make an effort to rebuild the advanced or second year classes so that potential transfer students stay at the community colleges long enough to receive full benefit (1984). Rendon urged the colleges to emphasize the transfer function, provide satellite centers, permit flexible scheduling, and support activities designed to stimulate Chicano

student pride in their institution (1981).

The Commission on the Higher Education of Minorities concluded that for the community colleges to enhance transfer they would have to have better articulation with universities, stronger remediation and counseling services, and that they should build a transfer within the community college to more closely approximate the traditional collegiate experience. The commission recommended also that senior institutions set aside special funds to support community college transfers. In their most controversial recommendation, the commission suggested that students aspiring to a baccalaureate degree be encouraged to bypass the community colleges and enter the four-year colleges directly (Astin, 1982, p. 191).

Some of these recommendations could be feasibly implemented. The community colleges can build better academic support services, support special activities for Hispanic students, schedule courses so that Hispanic students take them together, thus, enhancing peer group support systems, and provide especially designed transfer counseling. Of itself, none of these practices will solve all problems related to transfer but, as Miami-Dade Community College has shown, a set of practices put together for district purposes can have dramatic effect within a span of a few years.

More difficult to effect are the changed practices that involve relationships with senior institutions. Few four-year colleges and universities have made the kind of effort to promote transfer from community colleges that must be made if better transfer rates are to result. Where they have, the results have been positive. Arizona State University and its neighbor, the Maricopa Community College District have developed numerous links to enhance transfer. By limiting the size of its freshman class and by articulating its upper-division curriculum in several areas, including business, the university has become a prime receiver of students from the local community colleges; around 40 percent of its junior colleges is comprised of transfer students.

However, where changes in states' policy are needed, the modifications are likely to be more difficult to effect. Some states, including Texas, have succeeded in their efforts to require all colleges and universities to use a common course numbering system, a necessary step toward enhancing course articulation and the transfer process. On the other hand, some of the major efforts in statewide coordination have been less successful. Attempts to have the universities accept associate-degree transfers as having met general education requirements have floundered because of the recalcitrance of individual departments within the universities whose faculty refuse to accept the general education courses as sufficient preparation to enter their upper-division programs.

One change that could be effected within community colleges is to provide more on-campus jobs for students. A second change is that greater academic support services be built to assist students in completing their courses satisfactorily. Those two could be married with programs that would employ students as tutors and paraprofessional aides to the instructors. The community colleges cannot feasibly recreate the residential experience that students enjoy in institutions where they live on campus, but they can modify their practices in a way that students become more involved.

The colleges could also provide better transfer information to the students. Miami-Dade's Advisement and Graduate Information System allows each student to see at a glance the requirements of the departments in all senior institutions in Florida. The college took the initiative in putting the system together and computerizing it so that students need not depend on counselors to find answers to routine questions regarding the particular courses that a department has agreed to accept. Coupled with computer-generated letters advising each student of his academic progress each semester, the system has had a major impact at a relatively modest cost.

In summary, it is easy to disagree with those who say that community college is a dead end for Hispanics. The colleges have made it possible for Hispanic students to matriculate in large numbers. It is quixotic to expect that states would have built high cost senior institutions within easy reach of the majority of the populace. For Hispanics, the dropout rate is greater all through the educational system, from the lower schools through the graduate schools. To single out the community colleges as doing a disservice to them is decidedly unfair; the same untoward charge was leveled against the elementary schools at the turn of the century when attrition was high for the children of immigrants from Europe to the United States.

Since the mid 1960's, 46 percent of the high school graduates have been entering higher education. In states with well-developed community college systems, fewer people participate in their education, regardless of the ethnic composition of the state's population. The community college systems in California, Texas, Florida, Arizona, and New York have enhanced the rate of college going for all people, especially for the Hispanics. Would equity be better served if there were no community colleges and consequently if fewer young people from any group entered higher education?

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Barriers to Employment of Hispanics

prepared by
Ida Warren

Hispanic-Americans are the fastest growing segment of the U.S. population. Thus, problems Hispanics face in gaining and retaining employment must take on greater significance for all Americans if our country is to make productive use of its human resources and maintain a vital economy. Yet the problem of employment barriers is a difficult one to attack, for as the National Commission for Employment Policy notes in its report:

> The dimensions of their difficulties are often hidden by figures on the position of all Hispanic-Americans, since the type of problem differs among Mexican-Americans, Puerto Ricans, Cuban-Americans, and persons from Central and South America. For some, finding work is a severe problem; for others, low pay is the major issue."[1]

Generally, though, there is agreement about the major barriers to job success: lack of English proficiency and early withdrawal from the education process. According to the National Commission for Employment Policy, "Difficulties communicating in English directly reduce their prospects for good jobs, impede their educational attainment, and operate as a vehicle for labor market discrimination."[2]

Certainly Hispanics want to work. One need only to look at the Department of Labor participation rates to find clear evidence. (The participation rate is the percentage of the population that is either employed or without employment but actively looking for it.) As the National Commission for Employment Policy notes:

> The labor force participation rate for Hispanic men is higher than that of both white and black men. In 1980 and 1981, about 85 percent of Hispanic men, 20 years or older were in the workforce,

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[1] *Hispanics and Jobs: Barriers to Progress,* Report No. 14 (September, 1982), p. 9

[2] *Ibid.*

compared to 80 percent of white and 75 percent of black, adult men. Hispanic and white women over 20 years old had about the same rate of participation - 50 percent - somewhat below that of black women (56 percent).

Table 1 shows the occupational distribution of Hispanics, and compares these to white and black men.

Table 1
Occupational Distribution, Average Hourly Wage and Median Income of Hispanic, White, and Black Men

	Total Hispanic	White	Black
Total			
No. Employed (Thousands)	2,704	49,893	5,599
Percent	100.0	100.0	100.0
White Collar			
Professional, Technical and Kindred Workers	7.6	15.3	9.8
Managers and Administrators excl. Farm	6.6	14.8	6.5
Sales	3.2	6.3	2.6
Clerical and Kindred Workers	6.2	6.0	7.8
Blue Collar			
Craft and Kindred Workers	20.9	21.7	15.4
Operatives	25.5	17.0	24.6
Laborers, excl. Farm	11.7	7.0	13.6
Farmers and Farm Managers	0.2	4.2	3.9
Farm Laborers and Supervisors	4.7	-	-
Service Workers	13.4	7.8	15.9
Average Hourly Wages*	$4.58	$5.97	$4.65

*Men 14 years or older, working for a wage or salary.

Source: National Commission for Employment Policy, *Increasing the Earnings of Disadvantaged Women*, Report No. 11 (Washington, D.C.: NCEP, January 1981); Massey, "The Demographic and Economic Position;" and Cordelia Reimers, "A Comparative Analysis of the Wages of Hispanic, Black, and White American Men," paper presented at the Hispanic Labor conference, sponsored by the NCEP, Santa Barbara, California, February 4-5, 1982.

Just as Hispanics are underrepresented in white collar jobs, so they are underrepresented in technical professions, such as math, physics, computer science and engineering. Because of the demand for increased technology, the necessity for minority professionals in all technical fields is imperative. Yet if we look at bachelors' degrees awarded in the sciences, we find Hispanics have a long way to go before reaching parity.[3]

Table 2
Bachelors' Degrees Awarded in Scientific Disciplines
During 1976-1977
(Figures are in percent)

Field of Study	Blacks	Hispanics	Total Minority
Biological Sciences	4.5	2.9	10.1
Computer Science	5.7	1.8	10.2
Engineering	2.8	2.6	8.1
Health Related	5.4	2.3	9.8
Mathematics	5.0	2.2	9.6
Physical Sciences	3.0	2.0	6.9

[3] Taken from "Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, and Sex, Academic Year 1976-1977." U.S. Department of Health, Education and Welfare, Office for Civil Rights, August 1979.

A recent study pointed to five major differences between non-minority and Hispanic students that seem to influence the success of students in technical programs:

- There were significant differences between family income levels, with Hispanic groups dominating the low-income categories.
- Significant differences existed in the number of sophisticated toys owned by members in each group, such as calculators, power tools, chemistry sets, etc.
- Significantly fewer Hispanic students held employment prior to enrolling.
- Significantly fewer Hispanic students' fathers held occupations in technical fields.
- Significantly fewer Hispanic students discussed career choices with guidance counselors in high schools.[4]

The disparity in socioeconomic status may account for the differences in the academic performance of the two groups. Clearly, if Hispanics are to achieve parity in the labor market, much must be done to support the work of special programs for Hispanics in community colleges.

The case is clearly documented—Hispanics are not faring well in the labor market. As discussed previously, a lack of English proficiency, low level of education, and the resulting discrimination are the major reasons. Of these three, a lack of English proficiency is the most detrimental.

The National Commission for Employment Policy takes note that investigations into the effects of age, prior work experience, and recentness of immigration on Hispanic job status suggest that these factors are not as crucial as language, education, and discrimination.[5]

It does appear from research that the various Hispanic sub-groups are rewarded differently for education and prior work experience. The National Commission cites two possible reasons for this: (1) state and local areas differ in their industrial and occupational mixes as well as in rate of economic growth, or (2) different groups receive different treatment in the job market."[6] Because the various sub-groups live in

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[4] Maureen Burns et. al, "The Current Status of Hispanic Technical Professionals; How Can We Improve Recruitment and Retention?" *Integrateducation*, VOXX, Nos. 1-2 (March 1983), p. 49.

[5] *Hispanics and Jobs: Barriers to Progress*, p. 45.

[6] *Ibid.*

different geographic areas, it is impossible to clarify the exact reason for the differences. What is known is that Cubans have established their own economic communities; Mexican Americans have been assimilated into society more in some states, less in others; and Puerto Ricans continue to face difficulties.

Given these factors, what can be done to open more opportunities for Hispanics? Perhaps one clear place to start is in education. If a lack of English language proficiency is the greatest single barrier, perhaps new strategies can be devised for building partnerships between the private and public sector for English language training.

Federal Programs and the Mission of the Predominantly Hispanic Community Colleges

prepared by

W.G. Shannon, Executive Director

National Advisory Committee on Continuing Education

When I was invited to speak at the Hispanic Roundtable I began to dig into the subject to find out what federal programs might be most useful to your institutions and the many people you serve. I also reviewed some of the Congressional developments to estimate what might happen to the bills dealing with adult education and with vocational education, as listed on your program. There are federal programs which you are already using fully and there are others which might be of greater assistance if you strengthened your efforts to tap their resources.

As I reviewed the striking demographic information about the Hispanic communities, I felt the need for some frame of reference within which my observations and my comments might make more sense.

This is an audience that needs no introduction to, or special discussion on, demographics. I am your student in these matters. What impresses me most are these several points:

1. More than half of the Hispanic population is under the age of 21. As the general population ages, the majority will become increasingly dependent upon the work skills, tax payments, and political attitudes of a relatively smaller cohort of young people of whom the Hispanics are a large percentage. Moreover, this percentage is growing. In elaboration of this point, Alan Pifer states: "...we should not deceive ourselves into thinking that in furthering the education of Hispanic children we would be doing it out of the goodness of our hearts; we would be doing it for ourselves as well." We can assume, of course, that this statement is being directed to the majority groups.

2. The record of involvement in education for Hispanic children is a lamentably poor one. Entrance into high school and retention until graduation are low as compared with other groups. Similarly, enrollment and retention in postsecondary education, and movement into post-graduate work need much improvement to bring these levels up to the experience of other groups, or, more importantly, to the potential of the Hispanic population.
3. The educational opportunities available to Hispanic children in the nation's public schools are limited and restricted by a number of elements and forces that may seem uncontrollable.

In a *Christian Science Monitor* article (2/6/84), Elvira Valenzuela Crocker writes about Hispanics' needs for:

- more textbooks with current Hispanic usage;
- well-rounded curricula with more math and science;
- teachers trained to work with Hispanic children;
- well-stocked libraries;
- decent facilities;
- access to computers.

In addition, Ms. Crocker points out the need to marry the home and the school, for example, by using parents as teachers' aides. She also stresses the importance of having more Hispanics on school policy boards.

Of course, these same or similar comments can apply to all of the nation's schools, but when the future critical place of the Hispanic population is projected within the larger American community a decade or two ahead, their needs become even more urgent.

In some respects this may be the worst time for staking out claims to the American Dream of abundance and free institutions in a free society, with such formidable obstacles to the orientation and education of our children so evident. Yet, in other ways, this may be the best of times for realizing the dreams of the past because we do have resources which can be used, we can work up the will to do what is necessary if the available leadership can help organize, stimulate, and provide guidance.

It is within the context, then, of the urgent needs of the total society in which the Hispanic peoples will play an even more important role than in the past several decades that I want to share these ideas with you.

The leadership roles you all fill have awesome responsibilities attached to them. Your positions are central and critical to the entire scope of Hispanic developments coming in the future. It is this nugget of an

idea that makes this conference and all your subsequent meetings and strategies so potentially fruitful.

It is also this centrality of your work for the future that creates opportunities that your predecessors may not have had. I am not at all certain how much help current federal programs can be in face of the overwhelming requirements. But you should have all the help that is available and should work for more assistance as the wider communities come to realize the importance to our total society of the success of your efforts. You have responsibilities not only to your immediate institution and community, but also to the larger body politic within which we all reside and work. Your concerns have to encompass both the pedagogical elements and the tone and spirit of the democratic society we all want. Some people feel that we may be in danger of losing some of our traditions and styles of freedom because of the growing problem of indoctrinating or orienting the younger generations to the traditions of our government and society generally.

Sidney Hook, in his Jefferson lecture on May 14, spoke of the danger of your young people not knowing enough about our American traditions of a free society and about the possibility of losing important qualities of the American community through this ignorance. He called for education in democratic governance and practices, better orientation to the traditions of open, pluralistic communities, and a deeper understanding of the history of free institutions and how to keep them free. He does not have faith that studies in science or in the humanities alone can insure the preservation of our institutions. Schools and colleges have to join with others to pass on the traditions of our society.

The broad setting, then, is crucial in helping to set goals for the community colleges which you administer, and it is with this larger framework in mind that we can review current legislation for whatever help it might provide.

I had hoped when drafting these comments to be able to report the passage of a new Vocational Education Act and a new Adult Education Act. But Congress is still working on both bills. There are significant differences in the House and Senate versions. How they will emerge from conference, if at all, is an open question. If neither new bill passes now, there will be an automatic extension of the current laws for one year. I will return to this subject later.

A review of your colleges' involvement in Title IV of the Higher Education Act Student Financial Assistance Programs shows that most, but not all, of you are receiving those funds. Title IV is where the big money is. Most of the funds provided by the federal govern-

ment are in this title. But other sources are also important to tap. These include the familiar ones, such as the Bilingual Education and Minority Language Affairs (OBEMLA) programs, the National Science Foundation, the programs in health fields administered by the Department of Health and Human Services, the Jobs Training Partnership Act, and the various titles under the Higher Education Act along with Title IV.

To keep abreast of the federal programs and all the regulations requires constant monitorings. I know that some of you are readers for Title III or are involved in other ways with the federal offices administering various funding programs. However, as I tried to gather information about the programs of most use to your institutions, I came across little coordination of information, very few listings of pertinent legislation, and scattered efforts to assemble all this information. I hope that your efforts here will lead to actions to remedy this situation. It is difficult but necessary to stay on top of the developments in the federal offices and in Congress. There is help available but there is a need, I believe, for some concerted action that will not only report on what is happening, but will also cause things to happen.

The discussion on the Vocational Education Act in the Senate Subcommittee on Education, Arts, and Humanities, chaired by Senator Stafford of Vermont, brought out the differences in thinking about issues that will ultimately determine the support that will be available to the states and to institutions. Some of these same issues arise in discussions on bilingual education, adult education, the Higher Education Act, and others. An understanding of these cross-cutting issues helps provide perspective not only on the substantive differences in policy that members of Congress express, but also on the possible outcome of the discussions.

Following are some of the issues that arise repeatedly in Congressional discussions on education:

- Is it appropriate for the federal government to be involved at all in a particular program?
- If so, how much money should be invested?
- What are the respective roles for the federal government, the states, local government, the institutions?
- Should there be general funding, possibly block grants, or should set-asides be established for particular target groups?
- Should funds be directed to individuals or to the institutions that serve them?

- Should specific amounts of money to be spent be pre-determined by the Congress or should this decision be left to later consideration?
- What will be more appealing to the voters, especially in election years?

In the case of the Vocational Education Act, the issue of the state role versus the federal role caused a real battle in the Senate Subcommittee on Education, Arts, and Humanities (S 2341). The question of set-asides for special groups such as the disadvantaged and the handicapped, too, nearly derailed the discussion. For a while, these arguments suggested that no bill would be forthcoming from the subcommittee. Senator Quayle of Indiana, who opposed most of the motions by the chairman, Senator Stafford, and Senators Pell and Hatch, has said that he may take the fight to the floor of the Senate to try to win his points.

The House bill (HR 4164), meanwhile, would extend the Act for five years and continue requiring a set-aside of 15 percent by the states for post-secondary and adult vocational education. It would also create a new program for training, retraining, and job development for adults. The Senate version, too, requires a 15 percent post-secondary set-aside and would expand vocational education for the disabled, single heads of households, and adults who need retraining. It would also encourage industry to assume some of the cost of training new workers.

Following approval by each house, the bills will have to be reconciled. What will emerge is anybody's guess at this time.

A somewhat similar but less complicated picture has developed with respect to the Adult Education Act. The House Committee on Education and Labor has passed an extension of the present law with an added $40 million to bring the authorized total to $140 million.

The Senate Committee on Labor and Human Resources has passed S 2496, also at the $140 million level, which would give states more flexibility by dropping the 20 percent set-aside for programs for people in mental institutions. It also removes the 10 percent requirement of states for training adult-education teachers. The Senate committee would also open the door to proprietary institutions to get a share of the federal grants to the states.

The Higher Education Act, which is up for reauthorization in 1985, is not getting much attention now. The Senate has shown little or no interest in taking up this legislation. In the House, Congressman Paul Simon, running for the Senate position held by Senator Percy of Illinois, attempted to get his colleagues to write a new law, but didn't get very far. He held hearings, and received a lot of testimony from a

number of individuals and organizations. He found a great deal of interest in the field, but not in the subcommittee he chairs, the Subcommittee on Post-secondary Education of the House Committee on Education and Labor. When he attempted a full discussion in the subcommittee, no one else endorsed the idea of reauthorizing the legislation. Congressman Tom Coleman of Missouri felt this was not a good time for the discussion, and Congressman William Ford, the former chairman of the subcommittee, made it clear there would be no future for any bill that did not have the traditional bi-partisan support normally given legislative proposals by this group.

One bill by Congressman Steve Gunderson of Wisconsin to amend Title I of the Higher Education Act was introduced but remains on the shelf at this time. It may, however, provide a base for some expected parallel action in the Senate. There, Senator Hatch has expressed interest in his own amendment to Title I to encourage colleges and universities to provide more and better services and programs to adult learners. You will undoubtedly be hearing more about this in the very near future, once I put on my other hat as a staff member of an advisory group on this subject.

You will be interested to know that another study group has been set up to review vocational education at the secondary levels. This group will operate out of the Ohio State University Center for Research in Vocational Education and is to report by January 1985.

I want to mention the Bilingual Education Program but will not be so presumptious as to pose as an expert when there are so many of the country's most knowledgeable individuals on the subject here at this conference. While there is already involvement of community colleges in this kind of program, there is concern that greater numbers should seriously consider moving more vigorously into this work. One of the recurrent issues that can emerge, of course, is whether or not it would be appropriate federal policy to have a set-aside for Hispanics in community colleges. This is a basic question that can generate a lot of heat as well as light. For example, in hearings on Title III of the Higher Education Act, the Developing Institutions Program, there was criticism of attempts to target monies on Black colleges and universities and on colleges with large Hispanic enrollments. One speaker noted that the poor of Appalachia need special help to get a proper education, and that if the poor from all rural areas were to be organized, they would form a larger cohort than any of the ethnic minorities. Politically, he said, they could have more muscle than any other group.

On May 13 and 14, the *Washington Post* ran two articles entitled "U.S. Hispanics 'Melting' But Hardly Prospering." Several points made by writer, Paul Taylor, touched on the problems of language education. He wrote:

> Poverty correlates to poor school performance and is part of the vicious cycle Hispanics face. But Lauro F. Cavazo, president of Texas Tech., places the blame closer to home, saying, "Hispanics have lost education; they don't value it anymore. They have other values, and that distresses me because unless we Hispanics—and I can say this because I can really put the hammer to them—unless we change the attitudes within the family, it's not going to change out there. . . You have got to drag them to the schoolhouse somehow. Frankly, all the bilingual education in the world is fine up to a certain state, but, beyond that, it must start in the family. . . ."

It seems to me that this is a crucial point. Here, again, the responsibilities that all Hispanic leaders share must include a concern for the family unit, the place where young children learn about life and their relationships within the community.

The situation is strikingly similar to that which occurred at the turn of the century when my parents immigrated to this country. The family unit provided warmth, comfort, and indoctrination in the early formative years when life patterns and values are established. This was no less true for many, other than the immigrants, but it was an especially crucial element in developing and maintaining a pluralistic society that had many important common strands and commitments.

So I return to the framework I started with—the many challenges you face as leaders of your communities, and the opportunities that may be available for drawing assistance from all sources: federal, state, local, an[illegible]nunity. It is within that context that one of these, the federal, should be explored, developed, nourished, and expanded for the common good, not only for Hispanics.

In this dimension, there is political leverage if it can be wielded. There is the need to get information to the families and to the children of younger years. There is the need to stress that education can still be a door to a more abundant life and to the sustaining of values we all need to protect. You have a responsibility for interpreting the trends both within your own close communities and to the public-at-large. You are in the critical decision-making positions that can influence and shape other trends of the future.

Federal policy and assistance may be generated in different ways—through legislation, which is the most common route; through Executive Orders by the President; from administrative practice of program officials; or even initially from party platforms, especially in election years.

There are many channels through which to direct your energies—the Congressional Hispanic Caucus, CONAC, The American Association of Community and Junior Colleges, the National Clearinghouse for Bilingual Education, and the many other agencies with which you are more familiar than I. Private foundations need your appeals and encouragement. They will grow increasingly sensitive, I believe, to the implications of the demograhic trends. I am not sure at this point what proportion of the help that the nation's situation calls for will be forthcoming from the federal government, although I am confident it has to be an increasing share as time goes on. The business and labor sector have interests here and must be continuously educated on Hispanics' needs.

There is a lack of focus to the gathering of potentially useful information and data relative to federal, state, or other programs. Perhaps this group can take steps to fill that requirement. One beginning move would be to request the Congressional Hispanic Caucus to ask the Congressional research arm of the Library of Congress to catalog all relevant federal programs for their use and yours. There are programs in the Department of Commerce, the Department of Health and Human Services, the National Science Foundation, the Endowments, and other agencies that should be made more visible.

As I mentioned at the start, the societal concerns must be uppermost in one's mind when reviewing the kinds of assistance your institutions need. The problems facing you must be made known to the wider community.

The sense of proportion you exhibit and the perspectives you place on the work ahead will create the conditions for moving to solutions. Federal assistance will just be one piece of the larger mosaic of support you will have to draw upon, but it should be a most significant one. How to achieve this state of affairs is the question. I believe that when your missions are seen as integral parts of plans for the survival of our pluralistic community, the support will be forthcoming.

In an article on pragmatism as a school of thought, a writer says that this distinctively American mode of philosophic thinking came from the combination of the theorizing of European empiricists like Hume, Hobbs, and Locke, and the American experience of community building. Underlying this thought is a democratic and common

faith—Dewey called it a religious faith. What Dewey thought was unique about it "... is the willingness to tolerate other religious commitments as part of itself. America is pluralistic not by accident, but because it cannot be other than pluralistic without being untrue to itself." That author says, too, that it is close to impossible to find a pessimistic pragmatist.

You have been hanging in there for a long time. I sense no pessimism here. I think the fact that you are who you are and are in your responsible positions augers well for the nation.

Introduction to Recommendations

by Maria Barrera, Ph.D.

The discussion after each of the presentations generated recommendations that should provide each participant, as well as others who may read this document, with ideas that can be mulled over and dealt with in the context of their present situations. Some of the recommendations dealt with the needs and aspirations of the whole Hispanic community, thus providing a more global focus to the proceedings. Others focused on problems of direct concern for community colleges. For the sake of brevity and clarity, the recommendations are presented in outline form.

Hispanic Achievement: A Commitment for Community Colleges and Business Enterprise

Topic I: Staffing Patterns

A. Institutionalization

Movement toward increased Hispanic achievement can be initiated by an individual; however, sustained improvement requires the establishment of long-term programs. To promote the institutionalization of positive change for Hispanic achievement, it is recommended that community colleges:

- Build support for Hispanics in administrative hierarchies
- Through AACJC, recommend Hispanics for search committees, foundation boards, and other executive positions
- Involve existing Hispanic organizations in implementing affirmative action programs.

B. Access

Hispanic access to administrative positions is often hampered by unintentional or hidden discrimination (e.g., experience requirements preclude minority eligibility; vacancies are not broadly publicized; and Hispanics traditionally have not been trained to assume administrative positions). To improve administrative opportunities for Hispanics, it is recommended that community colleges:

- Establish partnerships with corporations, creating opportunities to share in management training programs; and provide incentives to potential trainees
- Increase the dissemination of job vacancy notices to Hispanics (Tapping such job banks as the NCBE JOBLINE)
- Provide mentors for Hispanics entering administrative positions.

C. Women

Hispanic women tend to hold faculty, rather than administrative positions. To compensate for this disproportionate representation, it is recommended that community colleges:

- Establish a mentoring system for Hispanic women, drawing from the pool of Hispanic men and women in prestigious positions
- Highlight the need for administrative Hispanic women through the media. In particular, publish articles on the current status of Hispanic women in education
- Develop a proposal for funding to train no less than 100 Hispanic women for administrative positions.

Topic II: Transferability Trends

A. Transfer Articulation

The variation in acceptance of academic credits earned in two-year programs as prerequisites to upper-level coursework occurs at the departmental and institutional levels, impeding community college student transfer into four-year programs. To encourage successful transfer, it is recommended that community colleges:

- Formalize agreements on the basic course work that fulfills the receiving institutions' requirements
- Actively encourage communication among community colleges and four-year institutions' faculty members in order to formulate common instructional objectives for lower-level coursework

- Commission AACJC to conduct a survey of transfer programs, to be updated regularly, so that a uniform body of descriptive data can be made available.

B. Student Preparedness

Deficiencies in basic reading and writing skills, as well as in overall academic preparedness, have been cited as deterring student transfer into upper-level coursework. To insure that students are fully prepared to pursue further education, it is recommended that community colleges:

- Identify students with intentions to enter four-year programs when they enroll in community college and review student intentions regularly to insure appropriate guidance for those whose plans have changed
- Provide customized, degree-oriented program outlines for all students including an inventory of required courses for a selected major, possibly as a computerized guidance service
- Design development programs in academic skill areas to prepare transfer students for upper-level coursework
- Institute transition preparation courses to introduce students to the environments and expectations typical in four-year institutions
- Identify model community college programs for student retention and access, define the optimal conditions for model replication, and disseminate the findings.

C. Foreign Students

- Develop a uniform policy for admitting and placing foreign students in community colleges.

Topic III: Employment Barriers

A. Occupational Preparedness

Language and educational deficiencies pose continuing problems for the Hispanic labor force. To redress the inequity, it is recommended that community colleges:

- Attract support for bilingual vocational programs in community colleges with high concentrations of Hispanics
- Coordinate with the business sector to provide on-the-job training with specific incentives (financial and educational) for trainees

- Monitor market demands and develop programs to train students to enter fields where labor shortages exist
- Institute peer-tutoring and mentor-internship programs to facilitate transfer of students to the work place.

B. Science and Technology

Historically, Hispanics have underachieved in technological fields due, in part, to the lack of emphasis on science and mathematics in elementary and secondary schools with high concentrations of Hispanic students. To increase Hispanics participation in these areas, it is recommended that community colleges:

- Coordinate teacher-training and professional-development programs with LEAs to upgrade elementary/secondary teacher skills in math and science content areas
- Coordinate with graduate education programs to recruit Hispanic teachers by inviting Hispanic graduate students to teach introductory courses in community colleges, especially those in math and science, such that the graduate students can support themselves and gain teaching experience while furthering their educations. (Possibly apply for Title VII training grant and fellowship funding in conjunction with LEAs, four-year and graduate institutions, building in a payback mechanism for trainees)
- Campaign to revive the reputation of teaching as a profession, attracting higher quality instructors for Hispanic students.

C. Cultural Expectations

Trends indicate that a majority of the Hispanic work force enters "terminal" jobs (lacking upward mobility). In addition, many Hispanics are unaware of expected workplace behavior in the United States. To improve career opportunities for Hispanics, it is recommended that community colleges:

- Institute prevocational and career education courses to prepare students for the business environment
- Establish support and counseling services to coach students in culturally-expected workplace behavior
- Place more Hispanics in high-profile positions (board members, commissioners, etc.) to act as role models and mentors for Hispanic youth.

D. Hiring Practices

The persistence of discriminatory practices and the shortage of experienced Hispanics in professional fields act against the Hispanic community. To expand the base of opportunities, it is recommended that community colleges:

- Exert pressure on legislators to act in the interest of Hispanic youth with particular concern for the implementation of state-wide affirmative action programs, and develop specific strategies to force adherence to the resultant policies
- Outline institutional regulations for non-discriminatory and affirmative action hiring practices, and make department heads and personnel officers accountable for implementing the policies
- Screen job vacancy notices to distinguish among valid and discriminatory hiring criteria
- Establish support systems for decision makers to encourage the hiring of Hispanics.

Topic IV: Legislative Trends

Reflections on past legislative actions affecting Hispanics and concerted efforts to pool resources in improving educational and occupational standards for Hispanics can strengthen the base for broad changes in the status of the Hispanic population.

A. Legislation

- Request that the Library of Congress catalog federal policies related to Hispanics emphasizing education, and produce a compilation of the available evaluation reports on programs for Hispanics
- Monitor bills before Congress on an ongoing basis
- Institute a mechanism for notifying AACJC members of pending legislation concerning Hispanics.

B. Organization

- Ensure that the newly-formed AACJC Hispanic council will be sensitive to suggestions and recommendations and report to the general membership regularly, perhaps through the AACJC newsletter

- Develop coordination plans for the Hispanic Caucus with national organizations such as the National Conference of State Legislators, the National Council of Governors, the Education Commission of the States, etc. Also establish a committee of college executives from the AACJC Hispanic council to channel recommendations and information to the Hispanic officers in other national associations.

Addendum A
Sponsors

Forum Sponsors

Office of Bilingual Education and Minority Language Affairs

American Association of Community and Junior Colleges

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Coordinators

Office of Inter-Governmental Inter-Agency Affairs

National Clearinghouse for Bilingual Education

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Evaluation, Dissemination and Assessment Center, Lesley College, Cambridge, Massachusetts

Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, Texas

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